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ABSTRACT

This is a first-hand account of the process used in selecting undergraduates at Stanford University (California) between 1984 and 1991. The topics covered are also relevant to the procedures followed in many four-year colleges throughout the United States. There are sections on the use and abuse of standardized tests and on special considerations such as extracurricular talents, alumni parents and siblings, faculty and staff parents, and donors. The topic of ethical dilemmas, notably the possibility of dishonesty by applicants and high school and college admissions officials, is considered. There is also discussion of the underlying philosophical issues and practical applications of affirmation action policies and problems associated with scholarship support, especially for athletes and international students. Case studies and anecdotes drawn from the author's experience as the Dean of Undergraduate Admissions illustrate the text. The first chapter is a brief history of admissions at Stanford. The current procedures for reviewing applications are described next. The rationale for selective admissions as well as preference for certain groups is given with discussion of affirmative action and varsity consideration. Finally, an overview of the changing composition of high school student classes and the entering college classes is presented. (Contains 76 references.) (JLS)

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